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Education

1978~79 Annual Report

Vol. 1

West Virginia Department of Education

Sixty-sixth Report

(Twenty-fifth Annual Report)
of the
State Superintendent of Schools

State of West Virginia
For the period
July 1, 1978
to
June 30, 1979

Roy Truby
State Superintendent of Schools

Volume I

State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

November 1, 1979

The Honorable John D. Rockefeller, IV
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Rockefeller:

The Sixty-sixth Report (twenty-fifth annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 18-3-8, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Vocational Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

Bob E. Myers
President of the State Board of Education

Roy Truby
State Superintendent of Schools

WEST VIRGINIA BOARD OF EDUCATION
EXECUTIVE OFFICES
Charleston, West Virginia 25305
Telephone: 348-3660

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Huntington, 1985

Mary Martha Merritt, Vice President
Beckley, 1983

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TABLE OF CONTENTS

Introduction 1

Organizational Chart 2

Learning Systems 3

Services/Federal 9

Vocational 13

Planning 17

Finance 19

STATE DEPARTMENT OF EDUCATION

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Bureau of Services and Federal Assistance

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Assistant Superintendent
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* Resigned May 30, 1979
** Retired November 30, 1978

Introduction

An era in the administration of public education came to a close with school year 1978-79 when the nineteenth state superintendent of schools, Daniel B. Taylor, announced in mid-year his intention to resign to pursue new challenges at the close of the fiscal year.

Nineteenth State Superintendent, Daniel B. Taylor, announced his intention to resign.

During the nine-year tenure of Dr. Taylor, the State Board of Education, the legislative and executive branches of government, local boards of education and citizens joined to provide a quality of education of great significance to West Virginia.

All had joined to provide a quality of education of great significance to West Virginia.

In those years, early childhood education (kindergarten) became available for the first time for a third of five-year-olds in the state. Enrollment for 1971-72 was 12,720. The next year, early childhood education became available for all five-year-olds, with 23,843 enrolled. At the close of this fiscal year, there were approximately 30,000 youngsters in early childhood classes.

During the past six years, school construction has far exceeded any previous period in the state's history. The Better School Buildings Amendment to the West Virginia Constitution was passed by the electorate in 1972. It made $200 million in state funds available to the 55 county school systems for construction, renovation and equipping of elementary and secondary public school facilities.

The amendment provided a powerful incentive to county boards to raise local monies so that a more comprehensive approach to school programs and building construction could be undertaken. In close association with the citizens, 54 of the 55 county school systems had their comprehensive plans approved and in various stages of development. Already the $200 million for school improvements had generated three times that amount with the inclusion of local, state and federal/vocational funds.

In the early 1970's, the state superintendent and state board began a statewide survey to determine how citizens perceived education and what they thought education should provide. The survey results concurred with the state's belief that the teaching of reading and the basic skills should be the first priority in education. Emphasis on the teaching of reading and the basics increased in each ensuing year and the students' scores during the past few years were incongruous with the national downward trend.

In 1970-71, there were 12,096 students in special education classes in the state, limited to services for those with less-severe handicaps. Today there are 30,297 students in special education classes, ranging from those with mild disorders to those who are multiply handicapped. While there were only a few hundred students in programs for the gifted in 1970, today there are more than 4,600.

In 1970 the state had 13 vocational centers, three multi-county vocational centers and nine comprehensive high schools offering five or more vocational courses. In 1979 there were 39 county vocational centers, seven multi county vocational centers, 41 comprehensive high schools offering five or more vocational programs and of these 41, 13 were built with federal, state and local funds.

About 52,000 adults and young people were enrolled in vocational programs in 1970. At the end of this school year, about 152,000 adults and young people were enrolled in vocational programs.

In 1970 approximately 82 per cent of vocational graduates on both the adult and high school levels were finding jobs. Now about 90 per cent of secondary students are being placed in jobs and 95 per cent of adult graduates are finding jobs.

One of the major advancements in curriculum in vocational education included the increase in the number of courses. In 1970 there were approximately 70 courses; by 1979 there were over 200.

Other advances have been made in increasing the opportunities for women, minorities, handicapped and disavantaged persons.

To continue to aggressively pursue the state board's goals of providing quality education for all students in cooperation with total involvement of the parents and other cititzens, the State Board of Education on June 27, 1979, appointed Roy Truby as state superintendent of schools, effective July 1, 1979.

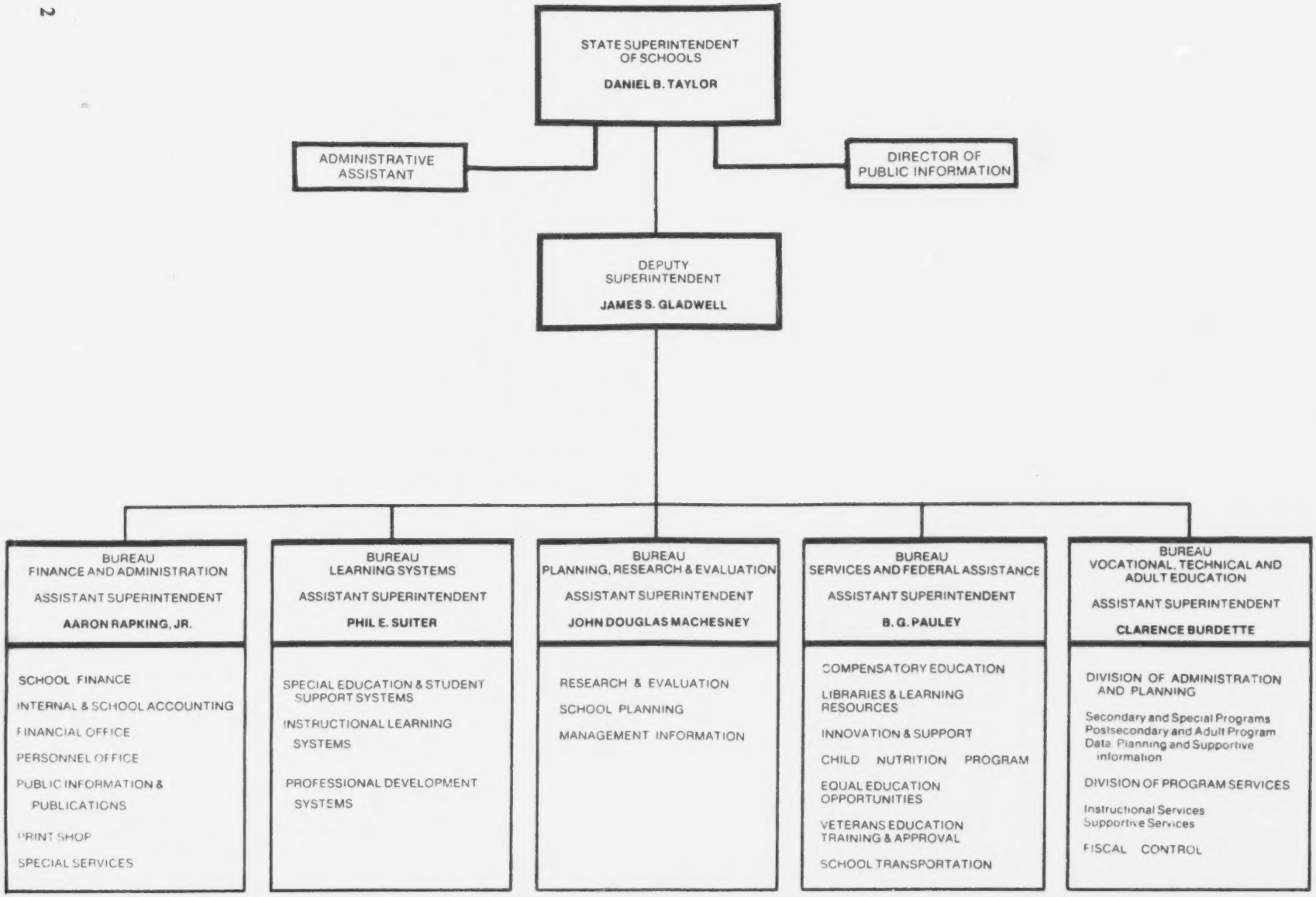
To continue its pursuit toward excellence, the state board appointed Roy Truby as twentieth State Superintendent.

This annual report, in accordance with state law, has been prepared for the Governor, to be transmitted by him to the legislature. This is a report of the role of the state superintendent and his staff, the State Department of Education, under the jurisdiction of the State Board of Education.

The first section of this report contains the narrative account of the leadership of the state department and state board, along with recommendations of the state superintendent for needed legislation on behalf of the schools, as required by state law. Volume 11, which contains the statistical summary, and Volume 111, the financial summary, as customary, will be published when the vast amounts of information become available.

ORGANIZATIONAL CHART

WEST VIRGINIA DEPARTMENT OF EDUCATION



Bureau of Learning Systems

The Bureau of Learning Systems' mission is to provide leadership to county school systems and teacher preparation institutions for effective instruction and suitable educational opportunities. The bureau, therefore, is committed to assisting local educational agencies in maintaining, expanding and improving the required curriculum; the education of exceptional children; services focusing on the personal, social, psychological and physical needs of students; and the preparation, certification and continuing education of instructional personnel. Each of the three divisions of the bureau has assisted county school systems, teacher preparation institutions and other agencies, both private and public, in their efforts to provide educational opportunities appropriate to the varied needs of the students.

Division of Instructional Learning Systems

The functions of the Division of Instructional Learning Systems are designed to stimulate and assist regional educational agencies, local education agencies, and schools in the development and delivery of the instructional program; assist in the coordination, support and regulation of the preservice, continuing education and licensure of educational personnel in the state; and assist the regional and local education agencies, and teacher preparation institutions in the development and delivery of the support services to students.

Division personnel worked cooperatively with other bureaus, state agencies, and private organizations, including the Governor's Committee on Crime, Delinquency and Corrections; West Virginia Department of Health; West Virginia Regional Medical Project; Manpower Development Project; Governor's Highway Safety Administration; the National Highway Traffic Safety Administration; Governor's Fuel and Energy Office; Kennedy Center; Science and Cultural Center; Agency for Instructional Television; WMUL-TV; WSWP-TV; WWVU-TV; North Central Association of Schools; Alliance for the Arts; and the Appalachian Educational Laboratory.

The administrative role within the division was primarily that of administering programs and monitoring standards and regulations as established by the West Virginia Board of Education. The division was responsible for the elementary textbook adoption program; the classification of elementary and secondary schools; the evaluation of annual reports and cyclic on-site visitations of elementary and secondary schools holding or seeking accreditation in the North Central Association of Colleges and Schools; the state appropriation for driver education; regional child development projects; federally funded projects in the arts; and the state right to read project.

Services to counties, regions, colleges and schools were provided that assisted the respective personnel in the improvement of educational opportunities for students and for the growth of professional personnel. The service role was in assisting in the planning, implementing and evaluating of the educational activities assessed by priorities by individuals requesting service. In carrying out this function, the staff provided regional conferences, workshops and statewide meetings. Other state agencies were assisted in coordinating programs in educational television, civil preparedness, environmental and energy conservation, drug education, immunization, career education and humanities education.

The highest priority was to improve reading and the other basic communication skills.

In a continuing effort to improve reading and the other basic communication skills, the department's highest curricular priority were developed and workshops were provided to enhance county reading administrators' and elementary principals' competencies in the integration of reading skills instruction with other subject area instruction and the development of reading instruction.

A mathematics task force was commissioned to identify goals, objectives, strengths, weaknesses and recommendations for improving mathematics achievement. The membership of the task force was comprised of laymen, higher education personnel, and public school instructors and administrators.

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Assistance and leadership in planning and evaluating were rendered to counties and schools for the classification of 577 public and private schools, the accreditation of 170 North Central member schools, and the evaluation of 26 North Central member schools.

Approximately $200,000 was made available for local educational agency use through the Highway Safety Plan for development of multi-vehicle driving ranges. Additionally, *West Virginia's Bicycle Safety Curriculum Guide* and other curricular materials were made available to facilitate instruction in major impact areas of traffic safety.

A project funded by the State Office of Criminal Justice and Highway Safety enabled the division to provide leadership in bicycle and pedestrian safety.

A Programmatic Definition for Early Childhood Education and Programmatic Definition for Adolescent Education were prepared.

A project amounting to $3,500 was received to maintain the activities of the Alliance for the Arts. The project was funded through the Arts and Humanities Council.

The division received project funds from the National Right to Read Office, U.S. Office of Education. These monies were used to train 65 county reading administrators in the use of competency-based staff development packets prepared by project funds. An advisory council was maintained to provide direction. Eight model schools were identified to produce data on reading achievement.

In an effort to create an awareness of trends and promising practices and to provide resource materials for classroom use, numerous publications were prepared, reprinted and/or revised for dissemination.

The revised Standards for the Education of Exceptional Children was approved by the State Board of Education on June 8, 1979, with an effective date of August 15, 1979.

In an effort to further upgrade early childhood and adolescent education, a *Programmatic Definition for Early Childhood Education* and *Programmatic Definition for Adolescent Education* were prepared and adopted by the State Board of Education.

Other publications from the division included curricular materials in the areas of art, reading, school health, science, early childhood education, industrial arts, mathematics, language arts, middle school education, music, physical education, and social studies.

Division of Special Education and Student Support Systems

The Special Education Unit and the department's Office of Public Information and Publications coordinated the implementation of the Search for Handicapped Children Campaign.

The Division of Special Education and Student Support Systems had major responsibility for providing leadership, monitoring and technical assistance for programs in special education, student support services and assessment and testing. Substantial strides were made in each of the three units toward the development of comprehensive and systematic delivery of services and programs. Two major accomplishments were the writing of the *Programmatic Definition for Guidance and Counseling* and the revision and subsequent approval of the *Standards for the Education of Exceptional Children, 1979*. A third major accomplishment was the production and field testing of a K-8 series of criterion referenced tests measuring the *Essential Competencies and Learner Outcomes for Reading*. Final preparations also were made for the scoring of the test items and the linking of the items with a larger item bank maintained by the Northwest Evaluation Association, Portland, Oregon.

The division, in cooperation with the West Virginia Personnel and Guidance Association, counselor educators, county guidance directors, and practicing counselors, developed the *Programmatic Definition for Guidance and Counseling* which serves as the basis for developing comprehensive county guidance plans.

The *Standards for the Education of Exceptional Children* was revised to update program area standards for each category of exceptionality; make the standards more explicit as requested by the Legislative Interim Subcommittee on Education of Handicapped Children, and consolidate several documents related to programs for exceptional children into a single document.

Public review meetings were held in September 1978 at four sites to receive comments on the first draft of the revised standards. The verbal and written comments received were considered in the writing of the second draft. Twelve public meetings on the second draft were held May 1979 at six locations. A third draft was written in consideration of the comments received during the May meetings. The revised *Standards for the Education of Exceptional Children* was approved by the State Board of Education on June 8, 1979, with an effective date of August 15, 1979.

A number of other activities were carried out by each unit. The Special Education Unit and the department's Office of Public Information and Publications coordinated the implementation of the Search for Handicapped Children Campaign. The campaign was initiated with a proclamation by Governor John D. Rockefeller IV, proclaiming August 1978 as "Search for Special Children Month." The proclamation marked the "kick-off" of the campaign. Three television spots featuring the state superintendent of schools, requesting that citizens call to the attention of their local county schools all handicapped children and young adults, were disseminated to television stations and broadcasted throughout the state. The media campaign also included news releases and cable television spots. In conjunction with these efforts, the county school systems disseminated materials prepared by the division and the Office of Public Information and Publications, such as carry-home leaflets for the first week of school, pamphlets, posters, brochures, etc. The campaign received a commendation from the Bureau of Education for the Handicapped, U. S. Office of Education.

The Special Education Unit and the Office of Public Information and Publications initiated the planning and developed materials for a statewide campaign to inform parents of their rights with regard to exceptional children to assist parents in obtaining a free appropriate education for their child. Activities included:

1. Development and printing of a parent guide to (a) assist parents in understanding their rights and the rights of their children in relation to special education; (b) provide parents with a working knowledge of the special education process; (c) answer questions commonly asked by parents; and (d) inform parents of additional resources and where to obtain them.

2. Development and printing of a parent handbook to assist parents in planning and individualized education program for their child.

3. Installation of a toll free telephone number in the Special Education Unit for assisting parents to obtain services, answer questions and obtain other information.

4. Development and printing of posters to inform parents of the toll free telephone number and services provided at the state level.

Monitoring responsibilities were carried out in 30 counties. Special education staff coordinated Comprehensive Program Evaluations in 11 counties and conducted administrative monitorings in 19 counties. Both monitoring activities were designed to determine if counties were fulfilling the basic requirements for federal and state laws and regulations. Data from the monitoring reports were analyzed to provide the division direction in providing the most needed technical assistance.

Analysis of last year's monitoring reports identified a high need in the area of training teachers to write Individualized Education Programs (IEPs). Based on this information, the division worked with the Mid-East Regional Resource Center to develop an IEP training manual and training packet. Training was then provided to the RESA special education coordinators who in turn trained local teachers in the use of the manual.

Following extensive study of state and county regulations governing the transportation of handicapped students, a committee of transportation directors, special education directors, RESA personnel, and state department personnel drafted regulations which were then submitted to counties for their response. The draft regulations were further presented at meetings and hearings throughout the state. The regulations for "Special Transportation of Handicapped Students" were passed by the State Board of Education and were made effective February 15, 1979.

During May 1979, the division conducted five statewide workshops concerning epilepsy and its recognition, appropriate management and consequences. Participants included county directors of special education, county guidance directors and counselors, school psychologists, school nurses, special education teachers and RESA personnel. Each county represented received a copy of a key trainer manual to be used during the follow-up training. Each RESA received the manual and a slide-tape presentation which accompanied the manual and which was available for use by the counties.

A two-day Special Study Institute pertaining to the development of appropriate educational programs for severely/profoundly handicapped individuals provided training to approximately 150 teachers. Teachers received intensive training in four areas: assessment, development of instructional programs, tasks analysis, and measurement of student performance.

Copies of the 1980-81 *Annual County Plan and Proposal for Provision of Special Education Services for Exceptional Children* were developed and distributed to all counties for completion. The plan identified needs addressed by the counties for providing special education services during the 1980-81 school year and projected activities for meeting the needs.

In December 1978, the division sponsored a workshop concerning working with chronic health impaired individuals. Participants included county directors of special education and home/hospital instruction teachers. The presentation was made by personnel from the Chronic Health Impaired Demonstration Project, Baltimore City Public Schools, Baltimore, Maryland.

A workshop was conducted in March 1979 for 55 speech-language pathologists and 55 teachers of the physically handicapped to provide practical information on how to develop communication programs for children, adolescents and adults who are nonvocal and severely physically handicapped (NVSPH). The workshop provided participants with "hands on" materials and information which could be applied immediately for developing communication programs with NVSPH individuals in the county school systems.

Two training sessions were held in the use of the Monterey Language Programs to assist county speech-language pathologists in the development of individualized education programs for pupils with speech and language disabilities. Twenty-one speech-language pathologists participated in the first training session. The second training session included 11 who were trained in the Monterey Langauge and Articulation Programs the previous year. The participants received specialized instruction to be trainers in the program.

Analysis of last year's monitoring reports identified a high need in the area of training teachers to write Individualized Education Programs (IEPs).

The Department of Health, Department of Corrections, Department of Welfare, Division of Vocational Rehabilitation and Department of Education officially entered into an interagency agreement.

The advanced workshop provided participants with the skills to become fluent in cued speech and the strategies for teaching children and parents to use cued speech.

Approximately 20 additional SLPs were trained by these trainers.

A statewide assessment of the availability and need of physical therapy and occupational therapy services was conducted. Data obtained from each county indicated the number of handicapped individuals that were not receiving physical therapy and/or occupational therapy as well as the projected number of individuals in each county who were not receiving, but who should have been receiving, therapy to benefit from special education.

During the summer, the division provided 16 special education summer traineeships in the areas of hearing impaired, visually impaired, and orthopedically impaired. Funds were provided through Title VI, Part D grants, Training Professional Personnel in the Education of the Handicapped.

The Department of Health, Department of Corrections, Department of Welfare, Division of Vocational Rehabilitation and Department of Education officially entered into an interagency agreement specifying that educational standards for exceptional children would be developed by each of the agencies, subject to the approval of the Department of Education. Each agency drafted its set of standards for the education of exceptional individuals in facilities operated by the agency and submitted the standards to the Department of Education for review.

The division provided training for the eight regional audiologists in hearing aid ear molds and auditory perception. The ear mold seminar provided participants with the skills for making impressions and modifying ear molds for maximum hearing aid gain. The two-day auditory perception workshop provided training in techniques for screening and evaluating students suspected of auditory processing problems.

Teachers of the hearing impaired, educational audiologists, and 102 speech-language pathologists participated in a one day cued speech workshop designed to provide participants with the philosophy of cued speech and the basic hand cues used to enhance the lipreading ability of hearing impaired children. An advanced cued speech workshop was held with 35 speech-language pathologists, teachers of the hearing impaired and educational audiologists attending. The advanced workshop provided participants with the skills to become fluent in cued speech and the strategies for teaching children and parents to use cued speech.

Training of impartial hearing officers was conducted for 32 participants selected by the Regional Educational Service Agencies and the State Department of Education. The training incorporated slide tape presentations and a hearing officers resource manual designed to assist the hearing officers in preparing for and conducting due process hearings.

Preschool incentive grant funds were received from the Bureau of Education for the Handicapped. An entitlement of $6,700 was awarded each Regional Educational Service Agency which enabled each to expand its identification program, and in turn, provide county school systems with evaluation data required for the initiation of services to young handicapped children.

The Student Support Services Unit developed with West Virginia University a week-long workshop on school consultation for special education students. The follow-up sessions included presenting techniques for working with parents of exceptional students, and presenting techniques for classroom management particularly using instructional mangement systems.

The Student Support Services Unit participated with the West Virginia Personnel and Guidance Association in the following manner: directed the elementary guidance task force; developed leadership workshops regarding vocational guidance and counseling and school counselor leadership workshop; coordinated the Elisabeth Kubler-Ross workshop on "Death and Dying" which was attended by more than 1,000 people; and participated in the West Virginia Personnel and Guidance Association spring conference by making three presentations regarding the counselors' role, the state plan for guidance and counseling, and the status of guidance and counseling in the state.

This unit supported the Division of Instructional Learning Systems by assisting in the development of early childhood competencies for affective domain, by participating in the early childhood competencies meetings, and serving with the adolescent programmatic definition task force.

It also assited the Bureau of Federal Programs and Services by reading the ESEA Title IV-C proposals and IV-B proposals, by attending and presenting at the statewide IV-C conference, by serving on two on-site reviews and one state validation team, and by making presentations to the ESEA Title IV Advisory Council regarding anticipated guidance and counseling participation in federal legislation.

The unit further assisted the Bureau of Vocational, Technical and Adult Education by cooperatively developing the competencies and anticipated workships for training vocational guidance counselors to enable them to acquire nine hours additional classwork regarding career guidance competencies mandated by the State

Board of Education. Staff members participated on the vocational education task force which had the responsibility for developing criteria for admitting students to vocational programs, served on three county vocational education evaluations, and participated in the development of the vocational education advisory council's meeting on the status of guidance and counseling.

The unit co-directed the federally funded project regarding career guidance, counseling, placement and follow-through with the Director, Research Coordinating Unit, Marshall University.

More than 25 inservice activities were conducted. Topics included special education, gifted students, program planning, continuing education, self-concept development, elementary guidance and career development. Populations to which the inservice programs were presented included parents of gifted students, members of the West Virginia Advisory Council for the Education of Exceptional Children, head-start teachers, elementary counselors, graduate students, members of the West Virginia Association on Young Children's Conference, special education teachers, school administrators, school teachers, and members of national organizations and students.

The coordinator for student support services cooperatively planned and conducted with personnel from the Bureau of Vocational, Technical and Adult Education, the November conference on placement for 54 placement persons and counselors.

Staff cooperatively planned the 1978 social services workshop with the West Virginia Association of Social Services and Attendance Workers and Glenville State College, as well as cooperatively planned the spring conference for social services workers.

The unit staff supported the development of the proposal for school nursing standards cooperatively with the professional organization for school nurses. Also, the division supported the West Virginia School Health Association Spring Conference. This included assistance from special education unit as well as the student support unit.

Members of the unit cooperatively planned with interested guidance persons the guidance and counseling curriculum for the vocational guidance workship conducted by the Governor's Manpower Division.

This unit supported the efforts of the American Personnel and Guidance Association in developing a publication for submission to the U. S. Commissioner of Education on the status of guidance and counseling in the nation. The report was intended to serve as a basis for developing programs for enhancing guidance and counseling practices through the U. S. Office of Education, Guidance and Counseling Unit. Major involvement on the part of West Virginia insured that the report reflected the status of guidance and counseling in the state.

The State-County Testing Program (SCTP) provided testing, scoring and reporting services for approximately 120,000 students. In conjunction with this program, over 50 days of consultant services were provided to LEA's concerning the interpretation and use of SCTP data.

An optional reporting service was implemented whereby fourth, seventh, ninth and eleventh grade teachers could receive instructional data on their students for the areas tested through the statewide testing program.

This unit provided training and certification in the administration and interpretation of the General Aptitude Test Battery (GATB) for 36 counselors. Additionally, scoring and reporting services were provided for approximately 6,668 secondary school students who took the GATB.

The graduate follow-up study of 1977 high school graduates was conducted as was the annual student dropout study. School, county and state data from these studies were provided to all educational agencies to aid in needs assessment and program planning.

Extensive consultative services were provided to state education agency personnel, the pre-vocational education task force and the West Virginia Mathematics Task Force on various topics related to testing, evaluation and research.

The State-County Testing Program (SCTP) provided testing, scoring and reporting services for approximately 120,000 students.

Division of Professional Development Systems

The Division of Professional Development Systems conducted activities to maintain and strengthen the programmatic alternatives available for the initial preparation, continued development and certification of educational personnel.

The division continued the exchange of constructive staff criticism and recommendations to projects within and across specific division sections; participation by division staff in professional development meetings and workshops which addressed objectives consistent with those in each of the division sections; and participation by division staff in projects sponsored by each of the division sections.

The Teacher Preparation Section had responsibilities for implementing the program approval model for the initial preparation of

The graduate follow-up study of 1977 high school graduates was conducted as was the annual student dropout study.

educational personnel. This included the development of standards, on-site evaluations of programs at institutions of higher education, technical assistance in program development and liaison with colleges and universities and teacher education centers.

Staff in the teacher preparation section conducted continuous assessment evaluations of teacher education programs offered by 13 institutions of higher education.

A major task of the division and the teacher preparation section was the overall coordination and monitoring of the review of the teacher preparation standards and program approval procedures. The review process was viewed as an integral part of the five-year program approval cycle. The review process resulted in the publication, *Final Report of the Review Process for Initial Preparation Program Standards and Program Approval Processes*. The report was disseminated throughout West Virginia in order to facilitate a broad base of understanding of the review process in preparation for proposed changes in standards and the program approval process.

Staff in the teacher preparation section conducted continuous assessment evaluations of teacher education programs offered by 13 institutions of higher education.

A major on-site evaluation was conducted at the West Virginia College of Graduate Studies. This was the last institution in the current five-year cycle of major on-site evaluations to be completed.

Staff from the teacher preparation section provided technical assistance or coordinated the evaluation of experimental teacher education programs for middle childhood education, alternative school counselor, severely and profoundly handicapped, vocational administrator and early childhood/handicapped. A new evaluation format also was developed to assist in assessment of experimental programs.

The training of evaluators for on-site evaluation teams continued.

During the year, approximately 15,735 applications concerning certification, renewal, conversion, permanence and salary classifications were received.

The continuing education section of the division has responsibilities for the systematic continuing education program and teacher education centers and was liaison to the teacher corps and teacher centers federal programs. The section also managed the Four-State Project, a federally funded effort related to staff development of educational personnel.

A training program for county continuing education councils was designed and developed. The training was conducted throughout the summer via self-instructional modules for individual council members and, in September, via regional workshops for the councils of the 37 counties which participated in the program. The training was repeated for the remaining 18 county councils.

In addition to a general meeting of the county council coordinators, the staff of the continuing education section conducted workshops for the coordinators at four different locations.

The section is responsible for coordinating the statewide system of teacher education centers which received $131,250 in state funds. In addition to evaluating the activities of the seven centers, the section assessed the continuation requests of the centers. The section sponsored three meetings of the center directors. New guidelines for funding and evaluation were developed. The section and center directors sponsored a continuing education information exchange.

The division was represented at four meetings of the Four State Project Steering Committee. The meetings led to the development of a prototype for staff development.

The continuing education section was liaison to the McDowell and Kanawha teacher corps programs.

The teacher certification section has responsibilities for the maintenance of certification processes and communications with educational personnel relative to the development of certification patterns, the processes for certification applications, and the facilitation of inquiries about certification.

During the year, approximately 15,735 applications concerning certification, renewal, conversion, permanence and salary classifications were received.

The interstate certification compact on qualifications of educational personnel was maintained with 25 states. Pennsylvania terminated its participation in the compact.

Teacher certification staff attended meetings of the contract administrators association of the interstate certification project to negotiate draft contracts and voted on contract modifications. These contracts provided for interstate reciprocity of teachers, administrators, support personnel and vocational teachers.

Four regional meetings for the professional development of certification personnel at the local education agency, institutions of higher education, and State Department of Education levels were held. A comprehensive listing of needs of certification personnel were collected at the meetings to form a data base for identifying and developing technical assistance activities for certification staff.

Division staff increased their knowledge about and ability to perform professional development activities by interacting informally and formally with a wide range of educational personnel from institutions of higher education, local education agencies, and state education agencies. Specifically, division staff became more familiar with current trends at the national, state and local levels through a variety of meetings, workshops, planning committees, team structured task groups, and statewide planning

committees, team-structured task groups, and statewide planning committees and advisory councils.

Office of Grants and Administration

This office established and maintained resource materials which enabled bureau staff members to seek additional funding for projects and/or programs consistent with the goals and objectives of the department.

Technical assistance was provided to bureau staff and county central office personnel for submitting proposals of various sources of funding.

A summary of proposals submitted is listed in the following table:

Proposals	Requested	Amount Funded	Not Funded
Arts and Humanities Council	$ 1,500	$ 1,500	$
A Very Special Arts Fair	4,500	4,500	
Comprehensive Arts Education	10,000	10,000	
Environmental Education	51,654		51,654
Metric Education	33,000		33,000
Right to Read	105,900	105,900	
Preschool Handicapped ECE	73,132	70,732	2,400
Direction Services Program	30,000		30,000
	$309,686	$192,632	$117,054

Recommendations:

That funds be appropriated to continue support of:

1. personnel and service needs of programs for exceptional children.
2. the operation of the network of teacher education centers.
3. the operation of the State-County Testing Program.
4. the operation of child development projects.
5. driver and safety education programs.

That funds be appropriated to:

1. implement a statewide model for the continuing professional development of educational personnel.
2. provide competency testing for students in West Virginia schools.
3. develop and implement an improved system for school evaluation/classification.
4. purchase new equipment for the storage and retrieval of certification and salary classification records as well as establishing a duplicate file of these records.
5. develop an assessment program to provide decision makers at schools, county boards of education and state level with periodic reports of the performance of students relative to the 17 educational goals as adopted by the State Board of Education.

Bureau of Services and Federal Assistance

The Bureau of Services and Federal Assistance was responsible for administering federal programs funded under the Elementary and Secondary Education Act (ESEA), the National School Lunch Act and other federal programs.

ESEA I

ESEA IV—B

ESEA IV—C

MIGRANT EDUCATION

SCHOOL FOOD SERVICES

U. S. DEPARTMENT OF AGRICULTURE

STATE AID FOR COOKS' SALARIES

EQUAL EDUCATIONAL OPPORTUNITIES

VETERANS EDUCATION AND TRAINING

FOLLOW THROUGH, TECHNICAL ASSISTANCE

The bureau administered the state funded school transportation program to provide services to counties. The federal ESEA programs, migrant education and child nutrition programs provided funds and services to county boards of education; the other federal programs provided services only.

Title I funds were expended to provide special educational programs for children of migratory farm workers in Berkeley, Hampshire, Jefferson and Morgan counties.

ESEA I

Federally funded compensatory education programs in West Virginia are under P.L. 89-10 (as amended), better known as the Elementary and Secondary Education Act, Title I and the Follow Through Program under Section 8(a) of P.L. 93-644. The ESEA Title I program provided supplementary instructional services to educationally disadvantaged children who reside in school attendance areas with a high incidence of poverty, in order that their level of achievement may be raised to that appropriate for children of their age. Most of the Title I programs were in grades 1-6. Additionally, Title I programs were funded to provide suplementary educational activities in state institutions housing handicapped, neglected and delinquent children. The Follow Through Program provided compensatory education for low-income children in grades 1-3 in Monongalia and Randolph counties.

During FY 1979, $25,261,940 of Title I funds were allocated to the 55 counties for programs to serve educationally disadvantaged children from low-income areas. These funds supported programs of remediation in reading and mathematics, special education classes and supportive elements such as health and medical services. Aproximately 44,000 students throughout the state received these services from 730 teachers and 1,275 teacher aides.

Test scores shown on the state evaluation report indicated approximately one month gain in achievement for each month the students participated in Title I programs.

Additionally, $144,300 of ESEA Title I funds were allocated to the West Virginia Schools for the Deaf and the Blind to supplement the existing education program. The West Virginia Department of Mental Health operated Title I programs in seven state institutions with an allocation of $211,196. Children previously housed in state institutions who are enrolled in public schools received $190,739 of this amount. State institutions housing neglected and delinquent children received an allocation of $327,507 to supplement their educational program. Also, $205,457 of Title I funds were expended to provide special educational programs for children of migratory farm workers in Berkeley, Hampshire, Jefferson and Morgan counties.

The Follow Through Program was allocated $401,251 by the U. S. Office of Education to provide programs that served 621 children in Monongalia and Randolph counties. In addition to programs of instruction, Follow Through funds were used to provide general health services. The program also promoted the importance of parent involvement in the programs for their children.

Taking into consideration those variables that cannot be controlled and conditions under which evaluation data were collected, it appears that the ESEA Title I program had a positive impact on the students served. Test scores shown on the state evaluation report indicated approximately one month gain in achievement for each month the students participated in the program.

ESEA IV—B

ESEA IV-B, Libraries and Learning Resources, provided funding and assistance for supplementing the total curriculum. According to federal law, the 55 county boards of education, the Schools for the Deaf and the Blind, and institutions with school-age children operated by the Departments of Health and Corrections had complete discretion in using their funds for libraries and learning resources (equipment, minor remodeling, and printed and published materials) and/or for guidance, counseling and testing.

The ESEA IV-B funds were allocated to the 58 agencies listed above based on the following criteria:

1. Seventy-five percent of the state appropriation for Title IV, Part B, were allocated on a per-pupil basis.
2. Fifteen percent of the state appropriation were allocated on a per-pupil basis to counties having a 100 percent special levy, but which still were below the state average per-pupil expenditure for current operation.
3. Ten percent of the state appropriation were allocated to counties in which the ratio of pupils enrolled in classes for exceptional children exceeded the corresponding state average with the funds to be distributed on the basis of the numbers of children so enrolled.

During FY 1979, ESEA IV-B funds in the amount of $1,202,195 were used to help alleviate top priority need(s) in each agency. The following is a list of how these funds were used:

- Fifteen agencies identified the library/media program serving the total curriculum as the high priority need.

- Nine agencies identified reading as the highest need.
- One agency identified mathematics as the highest need.
- Two agencies identified reading and math as the two top needs.
- One agency identified career education as the top need.
- One agency identified guidance, counseling and testing as the highest need.
- Five agencies identified guidance and the library/media program as the two top needs.
- Four agencies identified reading and the media program as the two top needs.
- Three agencies identified career education and media as the top needs.
- Two agencies identified reading, mathematics and media as the top needs.
- Each of the remaining fifteen agencies identified separate top priority needs such as basic skills, nutrition, language arts, and various combinations of all subjects.

ESEA IV—C

ESEA Title IV-C, Educational Innovation and Support, provided funding and assistance for meeting critical educational needs. Through the use of an annual needs assessment based on state board priorities and the State-County Testing Program, relative needs of each county were judged on merit by the department, with projects being recommended for funding by a state advisory council.

Approximately one-half of the ESEA IV-C funds was used for the continuation of existing programs and one-half for the funding of new projects. Of the funds granted, fifteen percent was for programs for the handicapped.

Proposals for programs in all aspects of public school education were eligible for consideration. The law (93-380) specifically directed that demonstration projects in the areas of health and nutrition, and dropout prevention be funded. A basis criterion for the approval of proposals was evidence that it could and would be continued by local funds once ESEA Title IV-C funding ceased.

The state ESEA IV-C office attempted to have as many projects as possible continued by the recipient counties, and further, to get other counties and RESAs to utilize developed and proven programs to meet their specific needs.

In FY 1979, 112 projects were in full operation, involving 41,000 children in public and private non-profit schools at a funding level of $1,021,637. This included six projects that had begun operation under ESEA III, five planning proposals, and thirty-seven program implementations. Two projects operated a fourth year for being validated and two more received in-state validation.

In addition to utilization of funds at the local level, $650,385 was used in FY 1979 for strengthening the leadership services of the department of education.

In FY 1979, ESEA IV-C made a successful second continuation application to the U. S. Office of Education for the state facilitator project and was refunded at $55,413. This project, first funded in FY 1977, was for the purpose of matching nationally approved programs to particular educational needs in the state.

Child Nutrition Programs

Child nutrition programs funded by the U. S. Department of Agriculture operate under the authority of the National School Lunch Act and the Child Nutrition Act and are administered by the West Virginia Department of Education. Child feeding programs include the school lunch, school breakfast and special milk programs, the child care and summer food programs, and food service equipment assistance. These programs are available to children attending public and private schools, residential child care institutions, child care centers and Head Start programs, family day care homes, summer camps and group homes.

School Programs - During 1978-79, school lunches were available to more than 95 percent of the students enrolled in public schools and to 55 percent of the students in private schools. School breakfasts were served in 52 percent of the public schools. Forty-eight county boards of education sponsored the special milk program which also operated in 31 private schools, 27 residential child care institutions and 80 summer camps. All meals served met state and federal nutritional standards.

Pre-School Programs - Under the child care food program, meals and supplements were provided to children in 179 participating child care and Head Start centers and 350 family day care homes. All meals and supplements were required to meet state and federal nutritional standards.

Special Food Programs - The summer food service program, designed to reach children from

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low-income areas, served lunches and other meals in accordance with federal and state policies. Nearly 27,000 children attending 450 camps participated during the summer of 1978.

The 55 counties operated 2,867 school buses on regular routes, transporting 285,798 pupils to school each day.

Food Service Equipment Assistance provided $218,951 in cash subsidies for the purchase of needed equipment in selected schools and child care centers serving needy children. Priorities were established for assisting non-participating schools and centers and for replacement of outworn and outmoded equipment.

During the school year 1978-79, $211,001 in federal funds were made available on a continuing basis to implement a nutrition education and training program. Federal guidelines require that the program develop and provide nutritional training for educational and food service personnel, food service management training for school food service personnel, nutrition education in schools and child care institutions, and nutrition-related activities in school lunchrooms.

During 1978-79, state assistance for direct labor expenditures amounted to $1,918,755.

Equal Educational Opportunities

The Office for Equal Educational Opportunities is responsible for providing services to county boards of education and community groups under Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

The December flood struck West Virginia to the extent that the President declared a major disaster in certain parts of the state.

Assistance was provided for equal educational opportunities, improving human relations in the schools and problems emanating from school desegregation, race, sex and handicap discrimination. The office assisted educators, students, community groups and college personnel in multicultural/non-sexist education; the elimination of race, sex and handicap discrimination; human relations and student rights and responsibilities.

The office assisted a college, county boards of education and non-profit organizations in securing grants totaling approximately $460,000 under the Emergency School Aid Act, Title IV of the Civil Rights Act of 1964, Womens Equity Act, the State Plan for Vocational Education and the Comprehensive Employment Training Act.

School Transportation

The 55 counties operated 2,867 school buses on regular routes, transporting 285,798 pupils to school each day, There were no pupil fatalities on board the buses. One pupil fatality occurred in Mercer County when a truck failed to stop for a bus that was disembarking pupils, went into the family driveway, and struck a pupil.

More than 90 percent of the bus operators completed the preservice phase of the West Virginia Uniform School Bus Operator Training Program. *West Virginia School Transportation Regulations*, Revised 1978, require all new school bus operators employed to complete at least 50 percent of the preservice course before transporting pupils. An instructor training seminar for the advanced phase of the program was made available to personnel from each of the counties. School bus operators in several counties were nearing completion of the advanced course.

With the cooperation of the State Department of Finance and Administration, 317 school buses were purchased through the central bid process. All counties participated.

The school bus inspection program, under the supervision of the Transportation Division, was completing inspections for the first full year. All buses had been inspected three times, with buses to be used in summer programs receiving a fourth inspection. This complete vehicle inspection process has greatly enhanced the safety of transported pupils by resulting in the repair of some very serious bus defects not found by the counties in their routine maintenance procedures. Defects have ranged from an average low of 0.2 defects per bus in some counties, to an average high of 5.0 defects per bus in other counties. Counties were offered assistance in planning their maintenance program through the bus inspectors.

Meetings were held in Clarksburg and Beckley with county transportation directors, representatives of chassis and body manufacturers, and representatives of manufacturers of automatic transmissions. The meetings resolved several vehicle-related problems and helped to establish the manufacturer responsible for warranty work where such responsibilities had not previously been delineated.

Veterans Education and Training

The Division of Veterans Education and Training was responsible for the approval and supervision of courses in non-college degree institutions and apprenticeship and other on-the-job training programs in West Virginia. During FY 1979, active training establishments and institutions numbered 650.

Disaster Relief

The school year proved to be disastrous to schools in five counties. The December flood

struck West Virginia to the extent that the President declared a major disaster in certain parts of the state.

Under P.L. 81-874 and P.L. 81-815, school in Cabell, Jackson, Lincoln, Mingo and Wayne counties became eligible for federal assistance. A disaster team from the U. S. Office of Education and members of the State Department of Education visisted the area and determined that the counties could apply for funds as follows:

Cabell County -	$249,015.00
Jackson County -	10,678.17
Lincoln County -	2,820.00
Wayne County -	76,397.00
Mingo County -	5,190.00
	$344,100.17

Some schools were lost or damaged by so-called pinpoint disasters (flood, hurricane, earthquake, storm or fire not caused by negligence or malicious action). These schools did not receive federal assistance however, due to lack of federal funds.

Recommendations

1. That the legislature provide additional funds for continuation of the current school bus inspection program. The school bus problems identified and maintenance direction given have greatly enhanced the safety of the nearly 300,000 West Virginia pupils who must ride the buses each day.
2. That the legislature provide additional funds for employment of an assistant to the Coordinator of School Transportation and a secretary for the assistant. This would enable the Division of School Transportation to continue the central purchase of school buses, implement the purchase of statewide insurance for school board-owned vehicles in a single policy, and provide the counties with additional assistance in more efficient routing, scheduling and maintenance of school buses.
3. That the legislature provide additional funds for the continuation of the Uniform School Bus Operator Training Program. The program is helping to develop a more professional attitude and safety awareness among the 3,000 West Virginia school bus operators and the persons directly responsible for their supervision.
4. That the legislature authorize the State board of Education to regulate the transportation of pupils to private schools, and to inspect the buses they ride, in order to provide safe transportation to private school pupils.

Bureau of Vocational, Technical and Adult Education

The Bureau of Vocational, Technical and Adult Education provides leadership for a statewide program of vocational, technical and adult education. Federal rules and regulations are coordinated with the State Plan for Comprehensive Employment Training and the policies of the West Virginia Board of Education. State resources are allocated on the basis of need for vocational programs in local educational agencies.

The basic function of the bureau is to assist local educational agencies in maintaining, expanding and improving existing programs of vocational education and in developing new ones. These programs are made available at the secondary, post secondary and adult levels.

In 1978-79, 152,995 young people and adults were enrolled in vocational programs, an increase of 4,636 over the previous year. Of that number, 73,990 were secondary students, 10,216 post secondary students and 55,865 adults. In addition, 12,924 persons were enrolled in adult basic education programs.

In 1978-79, 152,995 young people and adults were enrolled in vocational programs, an increase of 4,636 over the previous year.

Secondary

Agriculture education activities continued with emphasis on competency-based curriculum materials, students' supervised occupational experience program, adult education in agriculture, and development of agri-business programs. New programs were developed in ornamental horticulture, grounds maintenance, agriculture mechanics, cooperative vocational agricultural education, and diversified production agriculture. An adult preparatory program was established in animal processing at Shady Spring High School. A specialized farm management course that is unique to the nation is in operation in

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Preston County. The West Virginia Vo-Ag Teachers Association hosted a twelve-state agriculture research seminar (Eastern Region) at Cacapon State Park. The seminar involved state supervisors, teacher educators, and vocational agriculture teachers from the Eastern Region. In addition, special programs trained farmers in the safe use of pesticides.

Business and office enrollments increased more than five percent over enrollments in 1977-78. Approved vocational business programs were available in every county. Special efforts were directed toward implementing word processing in clerical and stenographic curriculums. Five new adult preparatory business programs were started: supervision and business management in Kanawha county; word processing in Kanawha and Lincoln counties; and data processing and stenographic in Berkeley county. Eighteen new business curriculums wre initiated in twelve counties. Two summer seminars for professional development were conducted and two-day institutes were provided for updating instructors' skills in office simulations and word processing operations. A special curriculum project in data processing (competency-based) was being completed to be available to appropriate business teachers.

The combinations of on-the-job training and related instruction provided occupational preparation for over 3,179 students. A total of 78 secondary and five adult preparatory programs utilized the cooperative method of instruction. Fourteen new secondary cooperative programs were approved to begin in 1979-80. Adult programs offering training in occupations in marketing and distribution (such as hotel/motel operations, cashier/checker, retail sales and promotion, and small business management) were initiated in six local educational agencies. Extensive promotion has been planned to familiarize employer and students with targeted job tax credit programs that allows employers to claim a tax credit for employing cooperative vocational education students for training. An agreement with vocational rehabilitation is being completed that will allow the two agencies to work together to provide services to handicapped students in cooperative vocational education.

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Three new adult preparatory programs in health occupations began: medical assistant, practical nursing, and nursing assistant. One secondary program in nursing assistant also began. Individualized inservice also was provided for five new teachers and four new coordinators. A competency-based curriculum in nursing assistant was completed and regional workshops to orient teachers in its optimal use were planned. A sample of teachers representative of the four program areas participated in a two-day workshop at Cedar Lakes to revise program evaluation instruments. Assistance was provided to six vocational directors in planning new facilities and/or programs in health occupations.

Home economics programs emphasized a new course, "Adult Roles and Functions," which was piloted in 29 schools in 12 counties. It deals with the competencies needed to successfully function as an adult, including consumer education, parenting, housing, management, family relations, nutrition and careers. A successful program in life skills was continued at the West Virginia Industrial School for Boys at Pruntytown. Special emphasis was placed on the dual role of homemaker and wage earner and on the elimination of sex-bias and sex-role stereotyping in home economics. Outreach programs were initiated in five counties to benefit those members of the community who would not normally take advantage of regular programs.

New industrial programs totaled 22 for secondary and 12 for adult preparatory. Technical programs included one secondary and one adult preparatory. The Ohio State Achievement Tests were administered to participating schools for students in the eleventh and twelfth grades. The test includes working with verbal and non-verbal concepts in comprehending relationships among ideas presented in various forms. The industrial and technical areas of the vocational bureau were asked to make presentations at the Annual Conference of the West Virginia State Joint Apprenticeship and Training Advisory Committee. A teacher education conference for the vocational, industrial and technical services in conjunction with West Virginia Institute of Technology was conducted with federal funding under the Educational Professions Development Act. Activities continued with the mine training advisory committee.

Postsecondary and Adult Preparatory

Nine new college postsecondary programs and 17 new adult preparatory programs operated by county boards of education were approved for operation. Starting new programs were Marshall University, Fairmont State College and Glenville State College. New programs began in Berkeley, Boone, Cabell, Grant, Kanawha, Lincoln, Logan, Marion, Mineral, Monongalia, Pleasants and Upshur counties. Public school administrators were encouraged to offer adult preparatory programs in the late afternoon and early evening to increase the use of facilities and serve more people. Financial assistance for the salary of the instructor was provided. Administrators also were encouraged to enroll adult preparatory students in their secondary programs on a full time basis when space was available. Special efforts were made to work with local educational agencies to determine the need and feasibility for new adult preparatory offerings.

Adult Programs

State department personnel worked with many local education agencies to promote adult

education programs. During these conferences the county's adult education program for past and present years was reviewed as to the number of hours offered, subject areas and enrollments. Using these actual figures, projections for coming years were discussed. This included both the number of offerings and the number of hours. Also discussed were methods of promoting classes and recruiting students. Local vocational personnel worked with business and industry to determine how adult education could best serve employers, and courses were designed and offered to assist employees in upgrading their present skills, learning new skills, procedures, and techniques. Twenty-five institutional skill training programs were offered under CETA, (Comprehensive Employment Training Act) serving over 700 West Virginians. There was skill training in building construction, meat cutting, machine shop, licensed practical nursing, welding, auto mechanics, mine machinery mechanics, and various other skill areas. More than four hundred persons were served through the individual referral program.

New and Expanding Industry Training provided custom designed training for new industry entering the state and for industry undergoing expansion. Programs were developed in cooperation with the Governor's Office of Economic and Community Development, Employment Security and industry representatives. Custom designed programs offered training for Cannelton Coal Company, Joan Curtis Manufacturing Company, General Motors, Eagle Manufacturing, D & E Tool Company, Cecil I. Walker Machinery Company, Ditcher Saw Company, Inc., and various other companies. New and Expanding Industry Training also provided training for both underground and surface miner orientation which provided basic safety orientation for prospective miners. The New and Expanding Industry Training Program served over 7,000.

Adult basic education programs served between 12,000 to 14,000 adults in adult learning centers and adult basic education classes conducted in fifty-one counties. The KET (Kentucky Education Television) program was again televised over WSWP-TV, Beckley. Adult basic education classes continued to be conducted in hospitals, state mental health centers and correctional centers.

The Youth Employment and Training Program (YETP) was designed to provide assistance in lowering the unacceptable high percentage of unemployment among the nation's youth (20-50 percent). The program offered students counseling services, skill development, career awareness, career exploration vocational skill training and actual on-the-job work experiences. Programs were offered for both in-school as well as out-of-school youth between the ages of 14 to 21. Twenty-three YETP programs were operated by local education agencies.

Public service training included law enforcement, fire fighters (volunteer and paid), water and wastewater treatment, emergency medical technician, and miner emergency medical technician. Much emphasis was placed in curriculum development for fire fighters and water treatment and emergency medical technicians, and competency-based curricula. Regional training facilities for smoke and ladder training for fire fighters were being constructed.

Crafts education expanded and improved, with the sponsoring of 29 craft workshops and one seminar at the Craft Center and 17 classes in counties. The Craft Center at Cedar Lakes continued to develop the blacksmith shop, which currently accommodates 15 students per class. This programming has helped to foster the development of a statewide blacksmithing association, which now has more than 50 members. A professional development seminar brought more than 80 of the state's professional and semi-professional crafts people together to examine new markets for crafts, techniques and business practices.

Twenty-five institutional skill training programs were offered under CETA, (Comprehensive Employment Training Act) serving over 700 West Virginians.

Disadvantaged-Handicapped

Approximately 7,100 disadvantaged students were served in vocational education programs, available in 48 counties. Twenty-two of these curriculums were designed to provide summer experiences. In addition to funding prevocational and vocational curriculums for disadvantaged youth and adults, the bureau funded additional supportive services programs to assure success in regular programs. These services were provided in 30 instructional resource centers (IRC's). In an effort to more effectively serve incarcerated youth, vocational programs were offered in juvenile correctional institutions. Three statewide vocational exploration workshops provided disadvantaged and minority students with an awareness of different types of careers available. Approximately 500 students, guidance counselors, teachers and other service personnel attended.

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Approximately 2,300 handicapped students were served in vocational programs, which were available in 32 counties and schools for the deaf and blind. Four cooperative programs helped to assure that students upon completion of training were placed in jobs and follow-up activities provided. The bureau, in conjunction with special education and the Division of Vocational Rehabilitation, held eight meetings to develop a better working relationship and exchange ideas on how to better serve the handicapped. An interagency agreement was developed to help in identifying each agency's responsibility in the delivery of educational service.

Curriculum

Major achievements in the curriculum area were: (1) development of 17 competency-based education (CBE) curricula; (2) development of two V-TECS (Vocational-Technical Education Consortium of States) catalogs; (3) adoption of 16 CBE curricula from other sources; (4) orientation of vocational teachers through workshops and dissemination of instructional materials from the Vocational Curriculum Laboratory; and (5) the establishment of an in-state vocational curriculum network.

Vocational Guidance

A workshop entitled "Assessment of Career Development for Vocational Education Placement" was conducted. The bureau funded eleven new vocational counseling positions. Fifty-one LEA's received funding for vocational guidance counselors and twenty-three job placement coordinators.

A contract relating to the administration, supervision and operation of postsecondary vocational education was developed with the Board of Regents.

Career Education

The bureau received federal funding for career education under the Career Education Incentive Act, P. L. 95-207. A State Plan for Career Education was developed and submitted to the U. S. Office of Education.

Community Education

Thirty counties conducted community education programs with approximately 70 full-time coordinators/directors and over 200 schools utilized as community schools. Many counties conducting programs experienced financial difficulties because of low tax base and limited outside resources.

West Virginia had seven multi-county vocational centers and 34 area vocational centers.

Personnel Development

Marshall University provided the only master's degree program in vocational education ar.d teacher preparation program in distributive education. West Virginia Institute of Technology provided a teacher preparation program and a certificate progrm for technical, industrial and health. West Virginia University provided assistance in agriculture teacher preparation. Eleven inservice institutes were held during the 1978-79 school year.

Each year eleven counties are evaluated to improve the quality of programs operated by local boards of education.

Administration

Much of the administrative time of the bureau was spent in developing a state plan for vocational education for FY '80 and in preparing an accountability report for FY '78. A contract relating to the administration, supervision and operation of postsecondary vocational education was developed with the West Virginia Board of Regents, and an equitable method for division of federal vocational allocations between the West Virginia Board of Education and the West Virginia Board of Regents was devised. The bureau policies and procedures manual for county school administrators was revised in accordance with the administrative positions section of the state plan.

Construction

West Virginia had seven multi-county vocational centers and 34 area vocational centers. In addition, there were 42 high schools which offer five or more vocational programs. Daytime vocational education programs were offered in 275 schools. Six counties began and completed construction projects.

Youth Organizations

The bureau continued to support and encourage vocational youth organizations as required by the State Plan for Vocational Education. West Virginia students have brought recognition to the State in national competitive events.

Evaluation

The evaluation of vocational education programs is an on-going process. Each year eleven counties are evaluated to improve the quality of programs operated by local boards of education. During fiscal year 1978 the following counties were evaluated: Hampshire, Mercer, Monroe, Nicholas, Ohio, Raleigh, Randolph, Summers, Wayne, Wetzel, and Wyoming. To determine whether recommendations are implemented, the state staff does a follow-up the year after the evaluation is conducted. These follow-up activities indicate that evaluations do cause program change and improve the quality of vocational programs.

Recommendations

1. That additional funds be appropriated to pay the cost of operating new programs and for increased operational costs of existing programs.
2. That additional funds be appropriated for Adult Basic Education programs.
3. That funds be appropriated for the construction of two new vocational-technical centers and for additions to two existing comprehensive high schools.

4. That funds be appropriated for equipping seven new vocational-technical centers under construction which will open in FY-80.
5. That funds be appropriated to provide career education programs.
6. That additional funds be appropriated for new and expanding industry training programs.
7. That additional funds be appropriated for replacing worn and obsolete equipment in vocational education programs.
8. That funds be appropriated for the purpose of filling the vacant position of Coordinator, Statistical Services and State Plan Development.

Bureau of Planning, Research and Evaluation

The Bureau of Planning, Research and Evaluation was responsible for the coordination of the better school building construction program, the energy conservation program, the unification and coordination of the department's data collection, data processing and information delivery activities, and for providing technical assistance in the planning and evaluation of programs and projects to the department of education staff and the county school systems.

Planning and evaluation activities were the major accomplishments. The bureau continued to coordinate the better school building program, which has surpassed all expectations in the amount of money spent for school construction and renovation. The planning and actual construction of schools have enabled West Virginia to develop school facilities far superior to those of just a few years ago.

Essential to the development of a sound education program is evaluation, and the bureau has been extremely active in the evaluation of educational programs and projects. The development of the *Annual Plan for the Improvement of Educational Achievement in West Virginia* was coordinated by the bureau. It forms the framework for the continued improvement of the education program in West Virginia.

School Facilities Planning Division

West Virginia continued its national leadership role in providing new or remodeled public school facilities. Under the guidance of the State Board of Education, county boards of education developed comprehensive educational facilities programs that have far exceeded what was anticipated with the passage of the Better School Buildings Amendment of 1972. The addition of local and federal monies to the state funds has more than tripled the amount available for school construction.

One additional county comprehensive educational facilities plan was approved, pushing the total number approved by the State Board of Education to 54. The cost at the end of the year of all 54 county plans was $593,271,823. The 55th county comprehensive plan was in review process and when approved, the total project cost would exceed $600,000,000.

State funds proved to be an incentive for local participation in the building program. Of the total cost, $208,357,366 or 35.12 percent was state funds. Of the remainder, $329,241,933 or 55.50 percent was from local funds, and $55,672,524 or 9.38 percent was federal and state vocational or other funds. Several county school systems received Economic Development Administration and Local Public Works funds in addition to Appalachian Regional Commission and federal vocational funds for school construction and renovation.

In addition to the normal activities of assisting counties in the development of comprehensive plans, site selection, facilities surveys, and final inspection of completed projects, the Division of School Facilities Planning was involved in the assessment of damage ot schools by providing technical assistance to those counties that experienced floods.

The School Facilities Planning Division staff coordinated the department of education activities related to the review and approval of building projects. The staff reviewed and the State

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Technical assistance was provided to counties that experienced floods.

Board of Education approved 68 school construction projects totaling $50,582,680. Total projects approved since the inception of the building program number 673, with a total project cost of $340,023,542. To date 331 projects, totaling $208,480,779 have been completed.

An initial activity of the energy conservation program was to conduct energy audits in every school.

During the winter, West Virginia schools were faced with a severe natural gas curtailment which resulted in a serious disruption of the learning process of students. Uncertainty about future shortages became one of the most difficult problems facing educational decision makers. As a result, schools had to closely monitor the source and consumption of energy. In order to reduce the impact of the energy problem, the department of education undertook an energy conservation program to make the schools energy efficient without detrimentally affecting the learning environment.

The School Facilities Planning staff coordinated the department's energy conservation program, funded with federal Department of Energy dollars through the West Virginia Fuel and Energy Office of the Governor's Office of Economic and Community Development.

An initial activity of the energy conservation program was to conduct energy audits in every school. At the close of this fiscal year, over 30 of the 55 county school systems had been audited to determine the facilities that were energy inefficient and to identify countermeasures that could be taken to eliminate the problem areas.

The Information Delivery subsystem was responsible for compiling West Virginia's annual report for publication in the National Education Association's annual document.

Two statewide energy conservation workshops were held to discuss energy audit procedures and to exchange energy conservation ideas among the different county school officials.

Management Information Division

The Division of Management Information was involved in the collection, storage, retrieval, analysis, and reporting of comprehensive information to support and enhance the activities of decision makers who manage the educational programs. The functions of the Management Information Division was divided into three major subsystems: Data Collection, Data Processing and Information Delivery.

Major activities included:

--The Data Collection subsystem was responsible for design and implementation of a forms review and approval procedure for recurring as well as one-time surveys; adoption of standard operating procedures for collecting data from the counties; provision of technical assistance to the department's staff in the development and design of data collection instruments; compilation and distribution of a "Forms Catalog" which included definitions of terminology and a description of all instruments distributed by the department; updating of the *Annual Data Collection Plan*; and compilation of a *Data Item Dictionary*.

--The Data Processing subsystem was responsible for coordination of all services provided to the department staff by the state centralized data processing operation; updating data bases maintained in the areas of school finance, school personnel, school facilities, and pupil testing; providing technical assistance to department staff relative to determining the costs of all proposed data processing services; conducting a preliminary out-of-field study for the current school year using assignment data reflected by this file in conjunction with endorsement data contained in the current teacher certification file; processing data relative to the State-County Testing Program; processing data relative to annual studies regarding student dropouts and post-graduate activities; maintaining and operating a teacher placement service; handling the scoring selection of winners, and the reporting associated with the Golden Horseshoe test; and providing technical assistance to department staff.

--The Information Delivery subsystem was responsible for compiling West Virginia's annual report for publication in the National Education Association's annual document; preparing West Virginia's F-33 Report regarding county financial data for the Bureau of Census; compiling and distributing the state superintendent's annual *Educational Statistical Summary, Volumes II and III*; summarizing and distributing State-County Testing Program results for each county; preparing annual update for West Virginia's "Master List of Schools;" summarizing and distributing county enrollment reports for the first, third, and tenth months.

Research and Evaluation Division

The Research and Evaluation Division continued in 1978-79 to serve other bureaus within the Department of Education as well as the county school systems by providing technical assistance and conducting research and evaluation projects.

Major activities included:

--A study of evaluation practices in high schools in the state, conducted at the request of the State Board of Education. This was a joint project with the Bureau of Learning Systems. A report of the study was drafted.

--A teacher evaluation practices survey. Descriptions of teacher evaluation procedures and forms used in teacher evaluation in the county school systems were collected. A report summarizing current practices was presented to the State Board of Education.

--A plan for the evaluation and validation of the comprehensive achievement in reading project. A design for the collection and analysis of data from the program was developed.

--A detailed study of the grouping system in Jefferson County's secondary schools. The written report was discussed at a public hearing.

--Enrollment projections for all counties and for the entire state.

--Assignment of one member of the division staff one-half time to the evaluation of the ESEA Title I program.

--A study of the impact of ESEA Title IV-C programs. A report was written and a study for the next fiscal year was initiated.

--Reading and critiquing of a number of project proposals and participation in several validation visits associated with ESEA Title IV-C programs.

--Technical assistance in the design and evaluation of several child nutrition programs.

--Membership on the prevocational task force. Data from tests used in the evaluation of the program were analyzed and the results presented at a task force meeting.

--Coordination of the analysis of data from a questionnaire about the teacher education program review process and interpretation of the data for an advisory committee.

--Working closely with personnel from the Division of Professional Development Systems to develop methods of evaluating the continuing education program.

--Technical assistance to the mathematics task force in the construction of questionnaires for surveys of teachers and administrators. Sampling and data analysis services also were provided.

--A procedure for empirically determining attendance area networks.

--Assisting in planning and coordinating of the development of the *Annual Plan for the Improvement of Educational Achievement in West Virginia* as well as the editing of the document containing the plan.

Recommendations

1. That the legislature provide additional funds to county boards of education to meet federal matching requirements of the Department of Energy for retrofitting public school buildings.

2. That the legislature provide funds to initiate the development of an assessment program to measure student performance in the areas of development covered by the goals for education adopted by the West Virginia Board of Education in 1975.

3. That the legislature provide funds for the employment of a programmer and a clerk to handle routine contacts with the state computer division. This action would free the Coordinator of Data Processing for greater involvement with systems analysis and programming.

Bureau of Finance and Administration

The Bureau of Finance and Administration was responsible for the coordination of the internal organization and operation of the Department of Education and for the development and implementation of administrative programs and projects having statewide application. The bureau provided direct assistance and counsel to administrators at the county and local school levels in administrative matters. It was responsible for the supervision of county school budgets and the budget for the West Virginia Board of Education. The bureau also had the responsibility of transmitting all state and federal funds to county school boards.

Legislation

For the third year the experience increment was increased in the teacher salary scale.

Teacher and support personnel salaries again were increased. For the third year the experience increment was increased in the teacher salary scale, as well as the spread between classifications. The increases: (1) $150 across the board for all classes plus $100 between classifications AB and above; (2) $64 increase for each experience increment for classification AB and above. The effect was to provide larger salary increases for higher classifications and for experienced teachers. The state scale increase ranged from two percent for the beginning teacher, to eleven percent for the experienced master's degree teacher. The salary adjustment averaged seven percent. It was funded outside of the state aid formula.

The salary scale for support personnel was increased by $28 per month for each pay grade. The experience increment was increased by $3 per month.

County Board Treasurers

The salary scale for support personnel was increased by $28 per month for each pay grade.

Boards of education from 29 counties named board treasurers other than the sheriff, an increase of five over the previous year.

The advantage is that under flexible procedures available to the county board treasurers, greater investment potentials are possible through more astute money management.

Better School Buildings Amendment

The proceeds of the sale of $200,000,000 of Better School Buildings Amendment bonds were invested until the funds were sent to county boards of education to be used for approved construction projects. The last $50,000,000 of Better Schools Amendment bonds was sold on June 6, 1979.

The Attorney General of West Virginia in February, 1979, issued an opinion concerning the Better School Buildings Amendment. The opinion stated that a county is entitled by statute to draw all of its entitled funds once its comprehensive plan is approved. In June, 1979, the state board adopted procedure modifications to conform with the attorney general's opinion as follows:

1. Each county shall receive its total entitlement of Better School Amendment funds upon the full approval by the state board of its Comprehensive Educational Facilities (any Comprehensive Educational Facilities Plan approved with certain contingent provisions is not approved for the purpose of distributing Better School Amendment funds until such contingent provisions have been met).

2. Each county shall submit a complete monthly financial report of its comprehensive educational facilities program project by project.

3. The state board shall continue to approve all plans and specifications after appropriate review by staff and other approval agencies.

4. All interest earned on Better School Amendment funds whether earned at the state or county level shall be applied only to projects included in Comprehensive Educational Facilities Plans approved by the state board. No such interest may be expended without prior approval of the state board.

Accounting Procedures

Concentrated effort will be made through intensive workshops and through participation in the annual program and committees of the West Virginia School Business Officials, to prepare for statewide implementation of the new accounting procedure.

Cabell was the first pilot county. It has had remarkable success and is reporting in the new format. It possessed more sophisticated data processing equipment than most counties.

Publication and Printing

The publications office prepared and distributed department publications and assisted other local school systems, state agencies and educational organizations. Staff members served as consultants to other department personnel and to county school systems, and they prepared vast numbers of publications under countless titles initiated by department personnel. They assisted in the writing, editing, photographing and in graphically preparing enormous amounts of publications for printing.

Certification of Chief Fiscal Officer

An intensive workshop for school business officials was conducted by department of education staff and qualified county personnel for the purpose of renewal of certification of county chief fiscal officers. Persons with five or more years of successful service in such a position received permanent authorizations. Persons employed for such a position prior to June 30, 1976, and short of five years, were required to renew the authorization annually for the third time to receive permanent authorization. Chief fiscal officers employed since June 30, 1976, must possess a college degree and enter into a prescribed course of study, with annual renewal required through workshops or course completion.

Recommendations

1. That a statewide insurance program for public schools be implemented.
2. That the deadline be extended for publication of county financial statements to August 31 or one month after receiving the sheriff's settlement.
3. That an additional qualified experienced professional be employed to increase and improve the department's support in fiscal management to the counties.

West Virginia Board of Education
Funds Processed During 1979-80

Administration, Instruction, State Aid to Counties

277	Teacher Education Program	$ 131,250
286	Department of Education	1,970,683
	Safety Education - Driver Training	210,000
	Aid to Children's Homes	47,156
	Regional Education Service Agencies	400,000
	Child Development Programs	382,690
287	School Food Service	2,079,213
290	Professional Educators Supplemental Appropriation	42,339,386
295	State Aid to Schools	283,145,951
296	Exceptional Children	7,270,717
297	Early Childhood Aides	3,099,096
299	Support Personnel Supplemental Appropriation	26,174,289
7000-07	General School Fund Balance	892,142
702	Veterans Education	185,918
9800-07	School Building Fund	71,372,427
		439,700,918

State Vocational Education

289	Vocational Education	10,979,080
294	Area Vocational Program	419,703
		11,398,783

Federal Vocational Education

8241-07	Adult Basic Education	1,613,396
8241-08	Community Education	47,664
8241-09	Vocational Research	29,952
8241-10	Exemplary Career Project	28,860
8241-11	Comprehensive Employment Training	1,245,112
8241-12	Vocational Education	5,644,912
8241-13	Work Study	6,473
8241-14	Education Professions Development	30,558
8241-15	Appalachian Regional Development Act	1,084,724
8241-16	Career Education	12,090
8241-17	Statewide Vocational Guidance & Exploration	25,144
8241-18	Manpower Guidance	11,192
8241-19	Emergency Medical Technician Training	110,378
8241-20	Youth Employment and Training Program	987,034
8241-21	State Occupational Information Coordinating Committee	40,085
		10,917,574

Federal Programs

8240-07	Safety and Driver Education	21,517
8240-10	Equal Education Opportunities Program	115,571
8240-13	ESEA, Title II, VI, V	1,732,457
8240-14	ESEA, Title I	25,309,727
8240-15	Education of Handicapped Children, Title VI	1,539,472
8240-16	Food Assistance	24,606,168
8240-17	Special Milk	823,916
8240-23	Veterans Education Administration	18,875
8240-24	School Lunch Administration	480,983
8240-26	ESEA, Title III	1,206,660
8240-28	NDEA, Right to Read	795,573
8240-30	Graduate Fellowship Program in the Education of Mentally Retarded	122,613
8240-34	Mid Atlantic Regional Center for the Deaf and the Blind Children	174,874
8240-35	Child Development	379,682
8240-38	Transportation Safety Program	457,096
8240-39	Metric Education	16,545
8240-40	Energy Conservation	89,748
8240-42	Guidance & Counseling Program	10,266
8240-44	Handbook Implementation	5,563
		57,907,306

FFA—FHA Camp and Conference Center

336	FFA-FHA Camp	162,456
3361-15	Construction and Capital Improvement	485
8245-07	Room and Board	279,492
8245-08	Crafts Program	28,576
8245-09	Gas Pipeline Replacement	23,398
		494,407

W.Va. Schools for the Deaf and the Blind

333	W. Va. Schools for the Deaf and the Blind	2,777,647
3331	From Appropriation for Construction, Renovation	22,208
8453	Special Revenue	338,320
9772	Renovation	5,081
		3,143,256
	Grand Total	$523,562,244